

Professional Educator Dispositions Rubric

Faculty members at California University of Pennsylvania believe that the professional attributes of an educator influence their effectiveness as strongly as their content knowledge and pedagogical skills. Future teachers must be aware of the expectations we have for them and receive feedback to develop their strengths related to professionalism and reflective practice. While very few teachers ever reach the exemplary level in all areas, we are listing that level as a goal for our candidates. The following document was developed based on our own experiences, feedback from our professional development schools, the results of educational research, and standards of professional associations. This document provides examples of behaviors linked to each attribute. We recognize that behaviors and attributes are constantly developing so that individuals may not always be consistent in their demonstration of behaviors. We will focus on the levels that best describe a candidate's development at a particular point in time and provide this as feedback for ongoing personal and professional development.

Process:

- **All faculty members in any courses:** Faculty members are invited to provide information about teacher candidates that may be showing unsatisfactory behaviors. Information is sent to dispositions@calu.edu. Faculty members describe specific non-academic qualities and candidates understand necessary changes.
- **Level 1 --- Introductory Course:** Level 1 measurement occurs in the Intro course and is completed by the instructor. Faculty members rate candidates at baseline level focused on the **emerging level** and identifying unsatisfactory areas or areas of strength that are already developing. Unsatisfactory areas lead to intervention such as clarification of expectations, remediation, or ineligibility for education majors.
- **Level 2 --- Field-Block courses:** After conferring with the mentor teacher, the instructor rates candidates, focusing on the **developing level**, and identifying candidates with areas of weakness or areas of strength. This measure will take place in the following courses: SEC 420, CHD 413, ESP 349, ELM 411, TED XXX, MSE XXX.
- **Level 3 --- Student Teaching:** Cooperating teachers and supervisors rate student teachers on all characteristics focused on the **developing** and **target levels** noting unsatisfactory areas as needed. After conferring with the cooperating teacher, the instructor completes the rating. A Corrective Action Plan will be developed for candidates who are rated below "Developing" at the Student Teaching level.

Remediation Process: Each situation is different based on the nature of the behavior, the severity, and the frequency. Efforts to remediate range from clarifying expectations, remediation plans, to ineligibility for education majors.

If a faculty member deems it necessary to require corrective action of non-academic qualities of a candidate, he/she must complete the Corrective Action Plan, indicating the specific corrective actions needed. This form is to be sent to dispositions@calu.edu, along with the Cal U Professional Disposition Evaluation Rubric.

Educator Attributes	Unable to rate	Unsatisfactory	Emerging <i>(Goal performance level for Intro Class)</i>	Developing <i>(Goal performance level for Field Block)</i>	Target <i>(Goal performance level for Student Teaching)</i>
Reflective Practitioner					
Problem-solving Skills		<p><i>Candidate does not demonstrate the attribute of problem-solving skills. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> <i>• Candidate does not address problems or seek solutions.</i> 	<p><i>Candidate demonstrates an emerging practice of problem-solving skills. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> <i>• When presented with a problem or difficulty, candidate requests assistance.</i> 	<p><i>Candidate applies attributes of problem-solving as a developing educator. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> <i>• When presented with a problem or difficulty, candidate seeks solutions.</i> 	<p><i>Candidate models problem-solving attributes at an exemplary level consistent with best practice. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> <i>• Candidate proactively identifies potential problems and a range of solutions that are applied appropriately.</i>
Willingness to Learn and Accept Feedback		<p><i>Candidate does not demonstrate willingness to learn and acceptance of feedback. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> <i>• Candidate is not open to learning about a wide range of topics.</i> <i>• Candidate reacts poorly to constructive feedback.</i> <i>• Candidate appears blatantly inattentive in class.</i> 	<p><i>Candidate demonstrates an emerging practice of willingness to learn and acceptance of feedback. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> <i>• Candidate seeks appropriate professional development opportunities/seminars.</i> <i>• Candidate is open to learning about a wide range of topics and accepts constructive feedback.</i> 	<p><i>Candidate applies attributes of willingness to learn and acceptance of feedback as a developing educator. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> <i>• Candidate takes responsibility for himself or herself as a learner.</i> <i>• Candidate actively seeks feedback.</i> <i>• Candidate uses the feedback to improve.</i> 	<p><i>Candidate models attributes of willingness to learn and acceptance of feedback at an exemplary level consistent with best practice. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> <i>• Candidate self-critiques and reflects.</i> <i>• Candidate acts on feedback.</i> <i>• Candidate sets appropriate goals.</i>

			<ul style="list-style-type: none"> • <i>Candidate is actively engaged in class activities.</i> 		<ul style="list-style-type: none"> • <i>Candidate demonstrates intellectual curiosity.</i>
Leadership		<p><i>Candidate does not demonstrate leadership. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate demonstrates no facilitation skills while working in a group.</i> • <i>Candidate shows no interest in participating in or building a sense of community.</i> 	<p><i>Candidate demonstrates an emerging practice of leadership. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate recognizes the importance of building a sense of community.</i> • <i>Candidate participates as a community member when prompted.</i> 	<p><i>Candidate applies leadership attributes as a developing educator. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate recognizes the importance of building a sense of community within learning environments.</i> • <i>Candidate voluntarily engages as a productive community member.</i> 	<p><i>Candidate models leadership attributes at an exemplary level consistent with best practice. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate employs facilitation skills to actively build a sense of community within learning environment with the goal of working toward excellence.</i> • <i>Candidate creates trust among colleagues or peers.</i> • <i>Candidate fosters collective wisdom.</i> • <i>Candidate builds sense of ownership and promotes actions that support student learning.</i>

<p>Collaboration</p>		<p><i>Candidate does not demonstrate collaboration. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate does not work willingly with others.</i> • <i>Candidate does not work effectively with others.</i> 	<p><i>Candidate demonstrates an emerging practice of collaboration. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate participates appropriately in groups working on cooperative assignments.</i> 	<p><i>Candidate applies collaboration attributes as a developing educator. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate contributes to groups working on cooperative assignments.</i> • <i>Candidate demonstrates commitment to team success.</i> 	<p><i>Candidate models collaboration attributes at an exemplary level consistent with best practice. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate actively contributes to positive group functioning when working with colleagues or peers.</i> • <i>Candidate initiates opportunities to collaborate.</i>
<p>Analytic Thinking Skills</p>		<p><i>Candidate does not demonstrate analytic thinking skills. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate does not make an effort to think things out for himself or herself.</i> • <i>Candidate does not engage in critical thinking.</i> 	<p><i>Candidate demonstrates an emerging practice of analytic thinking skills. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate engages in critical thinking when prompted.</i> • <i>Candidate displays emerging signs of intellectual curiosity.</i> 	<p><i>Candidate applies analytic thinking skills as a developing educator. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate is a critical consumer of research in the field.</i> • <i>Candidate collects appropriate information when making decisions.</i> • <i>Candidate demonstrates intellectual curiosity.</i> • <i>Candidate independently engages in critical thinking on occasion.</i> 	<p><i>Candidate models analytic thinking skills at an exemplary level consistent with best practice. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate independently and systematically engages in critical thinking.</i> • <i>Candidate reflects and makes decisions based on assessment data and analysis.</i>

<p>Values all Students (including cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, and disabilities)</p>		<p><i>Candidate does not demonstrate the attribute of valuing all students. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> <i>Candidate shows bias against certain students or categories of students and colleagues.</i> 	<p><i>Candidate demonstrates an emerging practice of valuing all students. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> <i>Candidate recognizes the validity of differences.</i> <i>Candidate demonstrates respect to classmates in discussions and during class activities.</i> 	<p><i>Candidate applies the attributes of valuing all students as a developing educator. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> <i>Candidate interacts with sensitivity and consideration to diverse populations.</i> <i>Candidate considers multiple perspectives in discussions and during class activities.</i> 	<p><i>Candidate models the attributes of valuing all students at an exemplary level consistent with best practice. Observable behaviors include:</i></p> <ul style="list-style-type: none"> <i>Candidate creates and maintains effective learning environments for all students from all backgrounds.</i> <i>Candidate demonstrates commitment to the success of each student.</i> <i>Candidate makes decisions that support the growth of all students. This includes communication skills, grouping of students for instruction, and differentiated instruction.</i>
<p>Candidate Impact</p>		<p><i>Candidate does not demonstrate attributes of candidate impact. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> <i>Candidate blames others and/or the circumstances for the consequences of his or her actions, decisions, and behaviors.</i> 	<p><i>Candidate demonstrates an emerging practice of the attributes of candidate impact. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> <i>Candidate accepts responsibility for his or her actions, decisions, and behaviors.</i> 	<p><i>Candidate applies attributes of candidate impact as a developing educator. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> <i>Candidate demonstrates that his or her actions, decisions, and behaviors can affect student learning and the success of others.</i> 	<p><i>Candidate models candidate impact attributes at an exemplary level consistent with best practice. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> <i>Candidate is an agent of change.</i> <i>Candidate applies instructional strategies and behaviors that are directly linked to increased student achievement.</i>
<p>Professionalism</p>					

Professional Maturity		<p><i>Candidate does not demonstrate professional maturity. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate responds to change, frustration, or stress inappropriately so that it interferes with meeting responsibilities.</i> • <i>Candidate resists change and often complains about it.</i> 	<p><i>Candidate demonstrates an emerging practice of professional maturity. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate responds to frustration and stress appropriately.</i> • <i>Candidate recognizes changes and the need to adjust.</i> 	<p><i>Candidate applies professional maturity as a developing educator. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate accepts changes.</i> • <i>Candidate is able to adjust while maintaining a calm demeanor.</i> 	<p><i>Candidate models professional maturity at an exemplary level consistent with best practice. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate demonstrates flexibility.</i> • <i>Candidate responds to changes by seeking positive outcomes while maintaining composure and a calm demeanor.</i>
Professional Initiative		<p><i>Candidate does not demonstrate professional initiative. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate requires prompting in order to meet minimum expectations.</i> • <i>Candidate displays no effort.</i> • <i>Candidate displays no pride in work.</i> • <i>Candidate demonstrates indifference and idleness.</i> • <i>Candidate is often passive.</i> • <i>Candidate relies heavily on external motivation.</i> 	<p><i>Candidate demonstrates an emerging practice of professional initiative. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate is self-directed.</i> • <i>Candidate meets basic expectations without prompting.</i> 	<p><i>Candidate applies professional initiative as a developing educator. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate identifies opportunities and acts on them.</i> • <i>Candidate goes beyond expectations in selective situations.</i> • <i>Candidate demonstrates effort and pride in work.</i> 	<p><i>Candidate models professional initiative at an exemplary level consistent with best practice. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate is consistently independent.</i> • <i>Candidate goes beyond expectations without prompting.</i>
Professional Responsibility		<p><i>Candidate does not demonstrate professional responsibility. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate frequently fails to meet professional responsibilities such as coursework and clearance submissions.</i> 	<p><i>Candidate demonstrates an emerging practice of professional responsibility. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate meets professional responsibilities such as coursework or</i> 	<p><i>Candidate applies professional responsibility as a developing educator. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate meets professional responsibilities with</i> 	<p><i>Candidate models professional responsibility at an exemplary level consistent with best practice. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate consistently meets professional</i>

		<ul style="list-style-type: none"> • <i>Candidate frequently misses deadlines.</i> • <i>Candidate submits paperwork that is incomplete or inaccurate.</i> • <i>Candidate is uncooperative with paperwork or policies.</i> • <i>Candidate often wants exceptions.</i> • <i>Candidate thinks policies are for other people.</i> 	<p><i>clearance submission with minimal prompting and guidance.</i></p> <ul style="list-style-type: none"> • <i>Candidate attends and is prepared for academic advising sessions.</i> • <i>Candidate attempts to adhere to all policies.</i> 	<p><i>no prompting or guidance.</i></p> <ul style="list-style-type: none"> • <i>Candidate's coursework and other required paperwork shows organization.</i> • <i>Candidate's coursework and other required paperwork demonstrates his or her awareness of its important role in teacher preparation.</i> 	<p><i>responsibilities in a highly organized manner with no guidance.</i></p> <ul style="list-style-type: none"> • <i>Candidate plans in advance for requirements and deadlines.</i> • <i>Candidate recognizes the importance and purpose of policies and respects their intent.</i>
Professional Communication		<p><i>Candidate does not demonstrate professional communication. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate's written, oral, or non-verbal communication is inappropriate for educational settings or the intended audience.</i> • <i>Candidate demonstrates poor mastery of academic language.</i> • <i>Candidate fails to use active listening.</i> 	<p><i>Candidate demonstrates an emerging practice of professional communication. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate shows basic control of the English language.</i> • <i>Candidate considers the audience and situation.</i> • <i>Candidate's language errors do not interrupt the meaning.</i> • <i>Candidate's non-verbal communications are not a distraction.</i> 	<p><i>Candidate applies professional communication skills as a developing educator. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate demonstrates an effort to communicate effectively.</i> • <i>Candidate uses appropriate tools for professional presentation with few noticeable errors.</i> • <i>Candidate listens actively.</i> • <i>Candidate uses non-verbal communications appropriately.</i> 	<p><i>Candidate models professional communication at an exemplary level consistent with best practice. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate adapts written and oral communication to the situations.</i> • <i>Candidate models formal English in the classroom.</i> • <i>Candidate demonstrates integrity and diplomacy in communications.</i> • <i>Candidate uses non-verbal communications effectively.</i>

<p>Professional Commitment</p>		<p><i>Candidate does not demonstrate professional commitment. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate is frequently late.</i> • <i>Candidate is frequently absent.</i> • <i>Candidate makes negative comments about the profession.</i> • <i>Candidate appears to act only in self-interest.</i> 	<p><i>Candidate demonstrates an emerging practice in professional commitment. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate shows interest in the profession.</i> • <i>Candidate is punctual.</i> • <i>Candidate is prepared.</i> 	<p><i>Candidate applies professional commitment as a developing educator. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate is interested in the profession.</i> • <i>Candidate acknowledges the importance and relationship of coursework to success in the profession.</i> • <i>Candidate is punctual.</i> • <i>Candidate is well-prepared.</i> • <i>Candidate is energetic.</i> • <i>Candidate is reliable.</i> • <i>Candidate is dependable.</i> • <i>Candidate works past challenges.</i> 	<p><i>Candidate models professional commitment at an exemplary level consistent with best practices. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate demonstrates a positive attitude toward the profession.</i> • <i>Candidate demonstrates a positive attitude toward students even when situations require perseverance.</i> • <i>Candidate is self-directed to set and pursue goals.</i>
<p>Professional Presentation</p>		<p><i>Candidate does not demonstrate professional presentation. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate makes a negative impression through inappropriate grooming, dress, or hygiene.</i> 	<p><i>Candidate demonstrates an emerging practice of professional presentation. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate's personal presentation is not distracting.</i> • <i>Candidate is appropriately tidy and clean.</i> 	<p><i>Candidate applies professional presentation as a developing educator. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate's personal presentation shows pride in his or her appearance as a future educator.</i> 	<p><i>Candidate models professional presentation at an exemplary level consistent with best practice. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate shows respect for the profession through appropriate attire and grooming that makes a positive impression.</i>

<p>Professional Relationships</p>		<p><i>Candidate does not demonstrate appropriate professional relationships. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate's behaviors are inappropriate for school settings.</i> • <i>Candidate does not consider the effect of his or her decisions on others.</i> • <i>Candidate confuses formal and informal situations.</i> 	<p><i>Candidate demonstrates an emerging practice of professional relationships. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate employs social skills that make classmates and others comfortable in interactions.</i> 	<p><i>Candidate applies professional relationships as a developing educator. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate demonstrates the sharing of information in the manner appropriate for a future educator.</i> • <i>Candidate is respectful during interactions.</i> • <i>Candidate follows appropriate channels of communication.</i> 	<p><i>Candidate models professional relationships at an exemplary level consistent with best practice. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate treats students, parents, and staff with dignity and respect.</i> • <i>Candidate maintains confidentiality.</i> • <i>Candidate has appropriate relationships with students, parents, and colleagues.</i> • <i>Candidate demonstrates appropriate professional etiquette.</i>
<p>Professional Attitude and Ethical Behavior</p>		<p><i>Candidate does not demonstrate professional attitude and ethical behavior. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate displays negative attitude towards teaching and/ or students.</i> • <i>Candidate is overly sarcastic.</i> • <i>Candidate uses an inappropriate sense of humor in professional settings.</i> • <i>Candidate displays academic dishonesty.</i> 	<p><i>Candidate demonstrates an emerging practice of professional attitude and ethical behavior. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate articulates the importance of teachers as role models.</i> • <i>Candidate recognizes the ethical significance of educational policies.</i> 	<p><i>Candidate applies professional attitude and ethical behavior as a developing educator. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate demonstrates composure and maturity.</i> • <i>Candidate recognizes the impact of his or her behavior on students' behavior.</i> • <i>Candidate practices ethical behaviors.</i> • <i>Candidate promotes positive, safe</i> 	<p><i>Candidate models professional attitude and ethical behavior at an exemplary level consistent with best practice. Observable behaviors may include:</i></p> <ul style="list-style-type: none"> • <i>Candidate demonstrates kind, caring, and professional interactions.</i> • <i>Candidate advocates for the education profession.</i> • <i>Candidate acts as a role model showing competence and ethical behavior.</i>

				<p><i>classroom environments.</i></p> <ul style="list-style-type: none">• <i>Candidate complies with university and school district policies and procedures.</i>	<ul style="list-style-type: none">• <i>Candidate maintains safe environment.</i>• <i>Candidate follows professional code of ethics.</i>
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